

August 12, 1998  
September 18, 1998

**This third year in the Newark Public Schools under state operation has been a turning point for the district. We have begun to see growth in many areas. From instruction to operations, the mood has become hopeful and optimistic. By building capacity and phasing-in appropriate systems and ways of doing business at every level, we have increased confidence in the opportunity state operation affords the district to realize its goals. It is in this climate of renewal that staff, parents, and community are focused on providing the supports necessary to help our students achieve in all areas. This annual report on the Strategic Plan begins with highlights of our achievements over the year and describes performance against the benchmarks established to monitor our growth.**

## *HIGHLIGHTS*

Two major federal grants were awarded to the Newark Public Schools in highly sought after and competitive application processes this year. In the area of bilingual education, the district was alone in the State of New Jersey in securing a 5-year Title VII grant. The funds provided by this grant will aid us as we expand and improve services to our growing populations of children who arrive at our schools speaking little or no English. It will at the same time give us a head-start on implementing the World Languages component of the New Jersey Core Curriculum Content Standards since the grant will be used to implement two-way or dual language programs, benefiting both English- dominant children and those with limited English proficiency.

In June, the Newark Public Schools was awarded a 3-year, \$5.4 million dollar grant, also from the federal government. This award, from the "21<sup>st</sup> Century Community Learning Centers Program," will fund the development of extended-day and after-school programs aimed at increasing the odds of success for children in sixth through eighth- grade.

During this school year, we successfully negotiated a new contract with the teachers union which included some important changes that will benefit students. For example, students will now have a school day that is 20 minutes longer, and as a result of eliminating terminal leave, their instruction will not be interrupted midyear.

Some of our most successful initiatives this year have been in the area of technology. We are rolling out technology in the district at a fast and furious pace, doing all within our power to bring this district into the computer age. Staff development training is keeping up with hardware installation, ensuring that our teachers know how to use these tools effectively with their students. Communication between and among staff throughout the district -- schools, School Leadership Teams, and central offices -- has never been so rapid. Connecting with one another, sharing information and ideas, has reached a whole new level now that we are all connected through e-mail and to the Internet. We are building systems that will enable us to go beyond simple communication into automating the business and information-gathering processes of the school system.

The District has made significant strides in the area of Food Services. This year, the District participated in a food services management pilot; as part of the pilot, two vendors managed ten schools. As a result of the pilot and other efficiency improvement initiatives, the District was able to further reduce the transfer necessary to support Food Services' operating costs. In fiscal year 1998, the Food Services operation needed \$11M of support from District funds, the anticipated need for fiscal year 1999 is approximately \$9M.

Through various initiatives, we have strengthened the high schools. Drastic steps have been taken to raise standards at the secondary schools and the message is being broadcast loud and clear throughout the district: We have high expectations of one another, from administration to teaching staff to students, and nothing short of excellence will do. In fact, one of our poorest performing schools will be reconstituted, rebuilt, literally and figuratively, from the bottom up so that at the end of four years, students entering the school will have a fresh start in a new facility with smaller classes and a more challenging curriculum.

In the coming school year, we will be opening our new middle school as a model for best practices in education for early adolescents. The Gladys Hillman Jones Middle School will serve as a demonstration site for the rest of the district and the surrounding school systems.

Our focus on early childhood education continues to reflect the structures, research, and best practices that lead students to read by third grade. Pre-kindergarten through second grade teachers, again this year, received extensive training in our effort to strengthen the skills and preparedness of our youngest students.

As part of a cooperative effort by the school district and the Newark Public Library, branch libraries are now open on Saturdays, increasing student access to the many resources they offer. It gives them the tools

they need to meet the challenges of a more demanding curriculum and is part of a broader effort to prepare our children for higher education and the world of work.

During this school year, a great many students in the district took advantage of the opportunity to participate in the Extended Classroom Enrichment (ECE) initiative. For example, 13,000 students visited the Liberty Science Center for their Discovery Trails Program; 26,000 attended various performances at the New Jersey Performing Arts Center; approximately 1,800 participated in the 5<sup>th</sup> grade American Stories program offered by the Newark Museum and the New Jersey Historical Society; and 1,200 students participated in the grade 2 Building a Community program, also offered by the Newark Museum and the New Jersey Historical Society. In each instance, the teachers of students participating in these ECE programs received staff development prior to attending the activity with their students. All ECE activities are directly correlated to the district curriculum and to the New Jersey Core Curriculum Content Standards.

One indicator of district progress are attendance rates which continue to show improvement. In fact, our records, which we began keeping in the 1964-65 school year, indicate that attendance has never been so high. Growth in attendance is, we believe, an indication of the community's renewed sense of confidence in the district and students' response to the increased expectations that accompany a renewed focus on learning.

Finally test scores, the public's bottom line for measuring school success, are on the rise in most areas. We saw modest increases in the reading and math portions of the eighth grade Early Warning Test (EWT), as well as gains in the reading portion of the High School Proficiency Test (HSPT 11) administered at the eleventh grade. (The Elementary School Proficiency Assessment (ESPA) grade 4 results are due shortly. This year, the first year the ESPA was administered, results will provide baseline data.)

Declines in writing on both the eighth and eleventh grade writing sections are a great disappointment but clearly indicate that efforts in those areas need to be intensified. The same is true for the surprising decline in mathematics on the HSPT. We expect that our restructuring efforts – altering middle school configurations and changing high school practices – will contribute to improvements on next year's scores.

Stanford 9 gains this year are quite favorable. Last year the district administered for the first time the Stanford 9 – a more demanding, nationally-normed test. This test measures the critical thinking skills, knowledge, and performance necessary for our children to meet the more stringent requirements of the New Jersey Core Curriculum Content Standards. It is administered to Newark students in grades 2 and 3, 5 through 7 and 9 and 10. The 1996-97 school year served as a baseline for the district against which to measure performance this year and forward.

The percentage of students performing at or above grade level on the Stanford 9 across grades, increased for each subject area this year. Reading saw an increase of +1%, Mathematics +3%, and Language +4%. Every grade taking the exam showed improvement in the Language portion of the Stanford 9. In fact, the percentage of 10<sup>th</sup> grade students performing at grade level in this area increased +5% points over last year. Our most impressive gains were in Mathematics among 9<sup>th</sup> and 10<sup>th</sup> graders. Their scores overall improved by +7% points over last year.

We have already implemented a wide range of programs and initiatives to address those areas where we fell short of our expectations. We have created workshops for parents to inform them of the high expectations we have for our students, and how they can help them meet those expectations. We have begun to make systemic changes in the district to increase professional development and improve the quality of classroom instruction. Each school has math and literacy staff developers. Each School Leadership Team has targeted struggling schools and provide additional assistance. We have launched a Student Work Initiative in grades 4 and 8, where teams of teachers, staff developers and administrators from each school learn how to rate student's work to determine how closely it aligns with the requirements of the Core Curriculum Content Standards.

We have a great deal of work ahead of us to bring our children to the standard of performance we know they are able to achieve. We believe if we continue to set high standards for our students and our staff and give them the support they need, we can make the Newark Public Schools a shining example of how decades of low expectations can be turned into a future of high achievement and great promise.

**THE NEWARK PUBLIC SCHOOLS**  
***ANNUAL STRATEGIC PLAN REPORT***  
**1997-1998**

***PART I***

***Summary of district-wide student performance and behavior indicators***

- Fourth Grade Test
- Early Warning Test
- High School Proficiency Test
- Student Attendance
- Dropout Rate

***PART II***

***Summary of school by school student performance and behavior indicators***

***PART III***

***Narrative description of the implementation of the plan over the year***

- A description of the performance over the year
- A description of the major initiatives, activities, and/or events that significantly affected attainment of or failure to attain the benchmark
- A description of how (if applicable) future implementation of the activities might be reinforced or extended or how future implementation might change to address any shortcomings
- A description of any modifications to next year's performance expectations

*PART I*

*Summary of District-wide Student Performance and Behavior  
Indicators*

**SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS**  
**Percentages of Students in the District Scoring At or Above State Mandated Level of Proficiency**

<b>READING</b>						
<b>Indicator</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>GAIN</b>	<b>Benchmark</b>	<b>Difference over Benchmark</b>
4 <sup>TH</sup> GRADE TEST <sup>1</sup>	76%	71%	X	X	70%	X
EARLY WARNING TEST	67.6%	65.3%	65.4%	+0.1%	68%	-2.6%
HS PROFICIENCY TEST	60.6%	60.5%	63.3%	+2.8%	69%	-5.7
<b>WRITING</b>						
<b>Indicator</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>GAIN</b>	<b>Benchmark</b>	<b>Difference over Benchmark</b>
4 <sup>TH</sup> GRADE TEST	77%	81%	X	X	78%	X
EARLY WARNING TEST	58.3%	51.6%	44.3%	-7.3%	57%	-12.7%
HS PROFICIENCY TEST	66.9%	63.0%	61.1%	-1.9%	70%	-8.9%
<b>MATHEMATICS</b>						
<b>Indicator</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>GAIN</b>	<b>Benchmark</b>	<b>Difference over Benchmark</b>
4 <sup>TH</sup> GRADE TEST	66%	59%	X	X	63%	X
EARLY WARNING TEST	46.8%	52.4%	56.3%	+3.9%	57%	-.7%
HS PROFICIENCY TEST	59.8%	62.1%	50%	-12.1%	70%	-20%
<b>STUDENT BEHAVIOR</b>						
<b>Indicator</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>IMPROVEMENT</b>	<b>Benchmark</b>	<b>Difference over Benchmark</b>
ATTENDANCE RATES <sup>2</sup>	89.0	90.2%	90.9%	+0.7%	N/A	N/A
ELEMENTARY	91.1	92.5%	93.1%	+0.6%	93%	+1.1%
SECONDARY	80.9	82.1%	83.6%	+1.5%	85%	-1.4%
DROP OUT RATE <sup>3</sup>	8.0	7.0%	8.9%	(+1.9%)	N/A	N/A

<sup>1</sup> This year, the Elementary School Proficiency Assessment was administered to fourth-graders. Results for this exam will not be available until September 1998.

<sup>2</sup> Attendance rates for elementary and secondary schools are inclusive of Special Education students assigned to schools.

<sup>3</sup> Rates based on dropout in grades 7 - 12, age 16 and older.

## *PART II*

### *Summary of School by School Performance and Behavior Indicators*



## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

### **SCHOOL LEADERSHIP TEAM I ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT 4TH GRADE**

<b>SCHOOL</b>	<b>1997-98<sup>1</sup> BASELINE</b>
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Ann Street

Ann St. Early Child. Ctr.

Berliner, Samuel L.

Burnet Street

Cleveland

Eighteenth Avenue

Hawkins Street

King, Jr., Dr. Martin L.

Lafayette Street

Lafayette Street Annex

Morton Street

Newton Street

Oliver Street

Quitman Street

South Street

Warren Street

Wilson Avenue

Wilson Ave. Early Chld. Ctr.

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<sup>1</sup> Results for the 4<sup>th</sup> grade ESPA will not be available until September 1998.

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

### **SCHOOL LEADERSHIP TEAM I EARLY WARNING TEST – READING 8TH GRADE**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Ann Street	96%	94%	68%	92%	+24
Ann St. Early Child. Ctr.	N/A	N/A	N/A	N/A	N/A
Berliner, Samuel L.	N/A	N/A	N/A	N/A	N/A
Burnet Street	59%	58%	68%	46%	-22
Cleveland	N/A	N/A	N/A	N/A	N/A
Eighteenth Avenue	N/A	N/A	N/A	N/A	N/A
Hawkins Street	78%	67%	68%	57%	-11
King, Jr., Dr. Martin L.	52%	42%	68%	43%	-25
Lafayette Street	96%	90%	68%	91%	+23
Lafayette Street Annex	N/A	N/A	N/A	N/A	N/A
Morton Street	63%	41%	68%	62%	-6
Newton Street	67%	87%	68%	78%	+10
Oliver Street	86%	88%	68%	86%	+18
Quitman Street	67%	57%	68%	70%	+2
South Street	N/A	N/A	N/A	N/A	N/A
Warren Street	70%	44%	68%	43%	-25
Wilson Avenue	77%	79%	68%	95%	+27
Wilson Ave. Early Chld. Ctr.	N/A	N/A	N/A	N/A	N/A
Wilson, Harold A.	70%	64%	68%	50%	-18

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

### **SCHOOL LEADERSHIP TEAM I EARLY WARNING TEST – WRITING 8TH GRADE**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Ann Street	86%	94%	57%	89%	+32%
Ann St. Early Child. Ctr.	N/A	N/A	N/A	N/A	N/A
Berliner, Samuel L.	N/A	N/A	N/A	N/A	N/A
Burnet Street	51%	42%	57%	31%	-26%
Cleveland	N/A	N/A	N/A	N/A	N/A
Eighteenth Avenue	N/A	N/A	N/A	N/A	N/A
Hawkins Street	63%	49%	57%	24%	-33%
King, Jr., Dr. Martin L.	29%	42%	57%	17%	-40%
Lafayette Street	88%	86%	57%	61%	+4%
Lafayette Street Annex	N/A	N/A	N/A	N/A	N/A
Morton Street	42%	14%	57%	41%	-16%
Newton Street	64%	85%	57%	40%	-17%
Oliver Street	96%	91%	57%	75%	+18%
Quitman Street	43%	43%	57%	51%	-6%
South Street	N/A	N/A	N/A	N/A	N/A
Warren Street	24%	38%	57%	29%	-28%
Wilson Avenue	77%	64%	57%	81%	+24%
Wilson Ave. Early Chld. Ctr.	N/A	N/A	N/A	N/A	N/A
Wilson, Harold A.	63%	38%	57%	46%	-11%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM I**  
**EARLY WARNING TEST - MATHEMATICS**  
**8TH GRADE**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97 ACTUAL</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Ann Street	91%	95%	57%	86%	+29%
Ann St. Early Child. Ctr.	N/A	N/A	N/A	N/A	N/A
Berliner, Samuel L.	N/A	N/A	N/A	N/A	N/A
Burnet Street	41%	25%	57%	42%	-15%
Cleveland	N/A	N/A	N/A	N/A	N/A
Eighteenth Avenue	N/A	N/A	N/A	N/A	N/A
Hawkins Street	54%	44%	57%	41%	-16%
King, Jr., Dr. Martin L.	18%	26%	57%	41%	-16%
Lafayette Street	88%	85%	57%	80%	+23%
Lafayette Street Annex	N/A	N/A	N/A	N/A	N/A
Morton Street	41%	20%	57%	47%	-10%
Newton Street	34%	62%	57%	62%	+5%
Oliver Street	83%	90%	57%	79%	+22%
Quitman Street	47%	47%	57%	52%	-5%
South Street	N/A	N/A	N/A	N/A	N/A
Warren Street	49%	34%	57%	52%	-5%
Wilson Avenue	77%	85%	57%	96%	+39%
Wilson Ave. Early Chld. Ctr.	N/A	N/A	N/A	N/A	N/A
Wilson, Harold A.	65%	48%	57%	44%	-13%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

### ***Student Attendance Rates By School***

#### **SCHOOL LEADERSHIP TEAM I ATTENDANCE RATES**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Ann Street/ Early Childhood Center*	95.9%	96.2%	93%	96.7%	+3.7%
Berliner, Samuel L.	76.6%	82%	93%	82.9%	-10.1%
Burnet Street	90.7%	92.7%	93%	93.2%	+0.2%
Cleveland	91.2%	92.1%	93%	92.9%	-0.1%
Eighteenth Avenue	92.1%	92.5%	93%	93.3%	+0.3%
Hawkins Street	91.2%	92.5%	93%	93.2%	+0.2%
King, Jr., Dr. Martin L.	89.1%	90.8%	93%	92.5%	-0.5%
Lafayette Street/Annex*	94.9%	95.1%	93%	95.6%	+2.6%
Morton Street	89.6%	90.2%	93%	91.5%	-1.5%
Newton Street	90.2%	92%	93%	93.5%	+1.5%
Oliver Street	93.9%	94%	93%	95.1%	+2.1%
Quitman Street	89.4%	89.9%	93%	92.3%	-0.7%
South Street	91.6%	93.2%	93%	93.5%	+0.5%
Warren Street	93.0%	93.8%	93%	94.4%	+1.4%
Wilson Avenue/ Early Childhood Center*	94.5%	95.6%	93%	96.0%	+3.0%
Wilson, Harold A.	91.8%	92.6%	93%	91.4%	-1.6%

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\*School locations have been consolidated with main school. Calculations of attendance rates are combined.

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM II**  
**HS PROFICIENCY TEST 11 – READING**  
**GRADE 11**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97 ACTUAL</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Arts High	97%	95%	69%	94%	+25%
Barringer High	48%	45%	69%	48%	-21%
Central High	37%	39%	69%	53%	-16%
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A
East Side High	67%	70%	69%	70%	+1%
High School Redirection	28%	30%	69%	14%	-55%
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A
Science High	98%	100%	69%	99%	+30%
Shabazz, Malcolm X High	46%	55%	69%	55%	-14%
University High	100%	100%	69%	100%	+31%
Weequahic High	57%	57%	69%	51%	-18%
West Kinney Alt. High	8%	50%	69%	20%	-49%
West Side High	62%	45%	69%	48%	-21%
Technology High	N/A	61%	69%	61%	-8%

## *SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS*

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM II**  
**HS PROFICIENCY TEST 11 - WRITING**  
11TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Arts High	99%	100%	70%	95%	+25%
Barringer High	56%	53%	70%	50%	-20%
Central High	45%	42%	70%	50%	-20%
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A
East Side High	72%	74%	70%	67%	-3%
High School Redirection	24%	7%	70%	27%	-43%
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A
Science High	99%	99%	70%	99%	+29%
Shabazz, Malcolm X High	56%	55%	70%	58%	-12%
University High	100%	98%	70%	95%	+25%
Weequahic High	64%	61%	70%	41%	-29%
West Kinney Alt. High	25%	42%	70%	11%	-59%
West Side High	68%	50%	70%	47%	-23%
Technology High	N/A	39%	70%	42%	-28%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM II**  
**HS PROFICIENCY TEST 11 - MATHEMATICS**  
11TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Arts High	96%	93%	70%	83%	+13%
Barringer High	46%	53%	70%	34%	-36%
Central High	44%	38%	70%	38%	-32%
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A
East Side High	70%	73%	70%	62%	-8%
High School Redirection	20%	27%	70%	18%	-52%
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A
Science High	100%	100%	70%	98%	+28%
Shabazz, Malcolm X High	39%	47%	70%	30%	-40%
University High	100%	100%	70%	92%	+22%
Weequahic High	64%	69%	70%	36%	-34%
West Kinney Alt. High	38%	46%	70%	18%	-52%
West Side High	45%	45%	70%	34%	-36%
Technology High	N/A	71%	70%	43%	-27%



## SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS

### *Student Drop Out Rates By School*

#### SCHOOL LEADERSHIP TEAM II DROP OUT RATES<sup>2</sup>

SCHOOL	1995-96	1996-97	1997-98 ACTUAL
Arts High	0%	0%	0.0%
Barringer High	6.1%	6.0%	9.3%
Central High	15.7%	12.8%	14.9%
Technology High	N/A	3.1%	6.0%
East Side High	6.3%	5.8%	7.3%
High School Redirection	<i>These students are not counted as dropouts from this program, to do so would constitute double counting dropouts.</i>		
Montgomery Alt. High	12.9%	16.3%	18.1%
Newark Evening High	<i>These students were counted as dropouts when they left a day program.</i>		
Science High	0%	0%	0.0%
Shabazz, Malcolm X High	4.6%	5.8%	10.0%
University High	0%	0%	0.4%
Weequahic High	16.0%	10.7%	18.3%
West Kinney Alt. High	19.3%	32.2%	24.4%
West Side High	9.7%	6.5%	16.7%

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<sup>2</sup> Rates based on dropouts in grades 7—12<sup>th</sup>, age 16 and older.

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

### ***Student Attendance Rates By School***

#### **SCHOOL LEADERSHIP TEAM II ATTENDANCE RATES**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Arts High	91.8%	91%	85%	91.6%	+6.6%
Barringer High	81.7%	81.7%	85%	82.7%	-2.3%
Central High	76.9%	79.7%	85%	80.6%	-4.4%
East Side High	81.8%	81.4%	85%	82.4%	-2.6%
High School Redirection	52.6%	61.5%	85%	61.8%	-23.2%
Montgomery Alt. High	76.4%	73.6%	85%	82.2%	2.8%
Science High	92.7%	93.6%	85%	93.6%	+8.6%
Shabazz, Malcolm X High	79.2%	77.1%	85%	80.7%	-4.3%
Technology High	-	89%	85%	89.9%	+4.9%
University High	91.6%	93.7%	85%	94.5%	+9.5%
Weequahic High	74.4%	78.4%	85%	79.6%	-5.4%
West Kinney Alt. High	71.3%	72.8%	85%	67.1%	-17.9%
West Side High	82.9%	82.4%	85%	86.0%	+1.0%

## *SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS*

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM II**  
**EARLY WARNING TEST – READING**  
8TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Arts High	N/A	N/A	68%	N/A	N/A
Barringer High	N/A	N/A	N/A	N/A	N/A
Central High	N/A	N/A	N/A	N/A	N/A
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A
East Side High	N/A	N/A	N/A	N/A	N/A
High School Redirection	N/A	50%	68%	25%	-43%
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A
Science High	N/A	N/A	N/A	N/A	N/A
Shabazz, Malcolm X High	N/A	N/A	N/A	N/A	N/A
University High	100%	100%	68%	96.5%	+28.5
Weequahic High	N/A	N/A	N/A	N/A	N/A
West Kinney Alt. High	N/A	N/A	N/A	N/A	N/A
West Side High	N/A	N/A	N/A	N/A	N/A

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM II**  
**EARLY WARNING TEST - WRITING**  
8TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Arts High	N/A	N/A	57%	N/A	N/A
Barringer High	N/A	N/A	N/A	N/A	N/A
Central High	N/A	N/A	N/A	N/A	N/A
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A
East Side High	N/A	N/A	N/A	N/A	N/A
<b>High School Redirection</b>	<b>N/A</b>	<b>0%</b>	<b>57%</b>	<b>0</b>	<b>-57%</b>
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A
Science High	N/A	N/A	N/A	N/A	N/A
Shabazz, Malcolm X High	N/A	N/A	N/A	N/A	N/A
University High	96%	96%	57%	81.6%	+24.6%
Weequahic High	N/A	N/A	N/A	N/A	N/A
West Kinney Alt. High	N/A	N/A	N/A	N/A	N/A
West Side High	N/A	N/A	N/A	N/A	N/A

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM II**  
**EARLY WARNING TEST – MATHEMATICS**  
8TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Arts High	N/A	N/A	57%	N/A	N/A
Barringer High	N/A	N/A	N/A	N/A	N/A
Central High	N/A	N/A	N/A	N/A	N/A
COED Skills Ctr./Tech. Prep	N/A	N/A	N/A	N/A	N/A
East Side High	N/A	N/A	N/A	N/A	N/A
High School Redirection	N/A	N/A	57%	0	-57%
Montgomery Alt. High	N/A	N/A	N/A	N/A	N/A
Newark Evening High	N/A	N/A	N/A	N/A	N/A
Science High	N/A	N/A	N/A	N/A	N/A
Shabazz, Malcolm X High	N/A	N/A	N/A	N/A	N/A
University High	98%	99%	57%	93%	36%
Weequahic High	N/A	N/A	N/A	N/A	N/A
West Kinney Alt. High	N/A	N/A	N/A	N/A	N/A
West Side High	N/A	N/A	N/A	N/A	N/A

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM III**  
**ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT**  
4TH GRADE

<b>SCHOOL</b>	<b>1997-98 BASELINE</b>
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Avon Avenue

Belmont Runyon

Bragaw Avenue

Brown, William H. Jr. Acad.

Bruce Street

Carver, Geo. W.

Chancellor Avenue

Chancellor Avenue Annex

Clinton Avenue

Dayton Street

Hawthorne Avenue

Madison

Maple Avenue

Maple Avenue Annex

Miller Street

Peshine Avenue

Spencer, Louise A.

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM III**  
**EARLY WARNING TEST - READING**  
8TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Avon Avenue	67%	60%	68%	54%	-14%
Belmont Runyon	N/A	N/A	N/A	N/A	N/A
Bragaw Avenue	63%	76%	68%	76%	+8%
Brown, William H. Jr. Acad.	54%	52%	68%	36%	-32%
Bruce Street	N/A	N/A	N/A	N/A	N/A
Carver, Geo. W.	62%	46%	68%	51%	-17%
Chancellor Avenue	74%	63%	68%	64%	-4%
Chancellor Avenue Annex	N/A	N/A	N/A	N/A	N/A
Clinton Avenue	N/A	N/A	N/A	N/A	N/A
Dayton Street	78%	55%	68%	61%	+7%
Hawthorne Avenue	51%	65%	68%	48%	-20%
Madison	N/A	N/A	N/A	N/A	N/A
Maple Avenue	72%	74%	68%	70%	+2%
Maple Avenue Annex	N/A	N/A	N/A	N/A	N/A
Miller Street	61%	61%	68%	60%	-8%
Peshine Avenue	62%	78%	68%	89%	+21%
Spencer, Louise A.	49%	60%	68%	50%	-18%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM III**  
**EARLY WARNING TEST – WRITING**  
8TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Avon Avenue	57%	42%	57%	24%	-33%
Belmont Runyon	N/A	N/A	N/A	N/A	N/A
Bragaw Avenue	46%	64%	57%	48%	-9%
Brown, William H. Jr. Acad	82%	49%	57%	28%	-29%
Bruce Street	N/A	N/A	N/A	N/A	N/A
Carver, Geo. W.	68%	45%	57%	12%	-45%
Chancellor Avenue	78%	35%	57%	30%	-27%
Chancellor Avenue Annex	N/A	N/A	N/A	N/A	N/A
Clinton Avenue	N/A	N/A	N/A	N/A	N/A
Dayton Street	87%	52%	57%	79%	+22%
Hawthorne Avenue	53%	65%	57%	62%	+5%
Madison	N/A	N/A	N/A	N/A	N/A
Maple Avenue	72%	63%	57%	48%	-9%
Maple Avenue Annex	N/A	N/A	N/A	N/A	N/A
Miller Street	76%	58%	57%	63%	+6%
Peshine Avenue	72%	65%	57%	63%	+6%
Spencer, Louise A.	57%	43%	57%	31%	-26%



## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM III**  
**EARLY WARNING TEST - MATHEMATICS**  
8TH GRADE

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Avon Avenue	31%	35%	57%	37%	-20%
Belmont Runyon	N/A	N/A	57%	N/A	N/A
Bragaw Avenue	33%	50%	57%	48%	-9%
Brown, William H. Jr. Acad	.24%	34%	57%	24%	-33%
Bruce Street	N/A	N/A	N/A	N/A	N/A
Carver, Geo. W.	27%	33%	57%	36%	-21%
Chancellor Avenue	41%	50%	57%	57%	0%
Chancellor Avenue Annex	N/A	N/A	N/A	N/A	N/A
Clinton Avenue	N/A	N/A	N/A	N/A	N/A
Dayton Street	41%	55%	57%	52%	-5%
Hawthorne Avenue	30%	38%	57%	48%	-9%
Madison	N/A	N/A	N/A	N/A	N/A
Maple Avenue	38%	52%	57%	46%	-11%
Maple Avenue Annex	N/A	N/A	N/A	N/A	N/A
Miller Street	37%	44%	57%	49%	-8%
Peshine Avenue	31%	65%	57%	98%	+41%
Spencer, Louise A.	31%	71%	57%	53%	-4%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

### ***Student Attendance Rates By School***

#### **SCHOOL LEADERSHIP TEAM III ATTENDANCE RATES**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Avon Avenue	89.4%	91.2%	93%	91.8%	-1.2%
Belmont Runyon	91.3%	92.3%	93%	94.5%	+1.5%
Bragaw Avenue	90.8%	93.1%	93%	92.9%	-0.1%
Brown, William H. Jr. Acad.	89.9%	90.7%	93%	92.1%	-0.9%
Bruce Street	90.2%	91.6%	93%	92.3%	-0.7%
Carver, Geo. W.	92.1%	93.2%	93%	93.3%	+0.3%
Chancellor Avenue	91.5%	93.8%	93%	93.7%	+0.7%
Chancellor Avenue Annex	92.5%	93.3%	93%	93.3%	+0.3%
Clinton Avenue	91.8%	91.5%	93%	93.3%	+0.3%
Dayton Street	90.7%	92.3%	93%	90.5%	-2.5%
Hawthorne Avenue	89.5%	91.7%	93%	92.6%	-0.4%
Madison	92.7%	93.2%	93%	93.6%	+0.6%
Maple Avenue	92.1%	92.6%	93%	94.0%	+1.0%
Maple Avenue Annex	92.9%	95.1%	93%	94.4%	+1.4%
Miller Street	92.5%	93.5%	93%	94.2%	+1.2%
Peshine Avenue	91.1%	93.4%	93%	93.4%	+0.4%
Spencer, Louise A.	90.4%	89.8%	93%	90.7%	-2.3%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM IV**  
**ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT**  
4TH GRADE

<b>SCHOOL</b>	<b>1997-98 BASELINE</b>
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Abington Avenue

Branch Brook

Broadway Elementary

Clemente, Roberto

Elliot Street

First Avenue

Flagg, Dr. E. Alma

Franklin

Hernandez, Rafael

Horton, Dr. William H.

Marin, Luis Munoz Middle

McKinley

Ridge Street

Ridge Street Annex

Ridge St. Early Chld. Ctr.

Roseville

Sussex Avenue

Sussex Avenue Annex

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

### **SCHOOL LEADERSHIP TEAM IV EARLY WARNING TEST – READING 8TH GRADE TEST**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Abington Avenue	81%	69%	68%	82%	+14%
Branch Brook	40%	30%	68%	N/A	-68%
Broadway Elementary	N/A	N/A	N/A	N/A	N/A
Clemente, Roberto	N/A	N/A	N/A	N/A	N/A
Elliot Street	N/A	N/A	N/A	N/A	N/A
First Avenue	88%	88%	68%	78%	+10%
Flagg, Dr. E. Alma	73%	65%	68%	48%	-20%
Franklin	N/A	N/A	N/A	N/A	N/A
Hernandez, Rafael	53%	66%	68%	66%	-2%
Horton, Dr. William H.	76%	63%	68%	51%	-17%
Marin, Luis Munoz Middle	56%	51%	68%	57%	-11%
McKinley	71%	58%	68%	58%	-10%
Ridge Street	71%	63%	68%	68%	0%
Ridge Street Annex	N/A	N/A	N/A	N/A	N/A
Ridge St. Early Chld. Ctr.	N/A	N/A	N/A	N/A	N/A
Roseville	N/A	N/A	N/A	N/A	N/A
Sussex Avenue	40%	57%	68%	74%	+6%
Sussex Avenue Annex	N/A	N/A	N/A	N/A	N/A

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM IV**  
**EARLY WARNING TEST - WRITING**  
**8TH GRADE TEST**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Abington Avenue	59%	51%	57%	60%	+3%
Branch Brook	20%		57%	N/A	-57%
Broadway Elementary	N/A	N/A	N/A	N/A	N/A
Clemente, Roberto	N/A	N/A	N/A	N/A	N/A
Elliot Street	N/A	N/A	N/A	N/A	N/A
First Avenue	76%	59%	57%	56%	-1%
Flagg, Dr. E. Alma	46%	41%	57%	23%	-34%
Franklin	N/A	N/A	N/A	N/A	N/A
Hernandez, Rafael	53%	45%	57%	20%	-37%
Horton, Dr. William H.	42%	27%	57%	37%	-20%
Marin, Luis Munoz Middle	30%	32%	57%	28%	-29%
McKinley	63%	52%	57%	19%	-38%
Ridge Street	61%	45%	57%	51%	-6%
Ridge Street Annex	N/A	N/A	N/A	N/A	N/A
Ridge St. Early Chld. Ctr.	N/A	N/A	N/A	N/A	N/A
Roseville	N/A	N/A	N/A	N/A	N/A
Sussex Avenue	29%	44%	57%	35%	-22%
Sussex Avenue Annex	N/A	N/A	N/A	N/A	N/A

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM IV**  
**EARLY WARNING TEST - MATHEMATICS**  
8TH GRADE TEST

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Abington Avenue	45%	55%	63%	61%	-2%
Branch Brook	40%	N/A	63%	N/A	N/A
Broadway Elementary	N/A	N/A	N/A	N/A	N/A
Clemente, Roberto	N/A	N/A	N/A	N/A	N/A
Elliot Street	N/A	N/A	N/A	N/A	N/A
First Avenue	83%	80%	63%	74%	+11%
Flagg, Dr. E. Alma	71%	45%	63%	45%	-18%
Franklin	N/A	N/A	N/A	N/A	N/A
Hernandez, Rafael	48%	38%	63%	43%	-20%
Horton, Dr. William H.	37%	45%	63%	46%	-17%
Marin, Luis Munoz Middle	45%	44%	63%	60%	-3%
McKinley	69%	72%	63%	71%	+8%
Ridge Street	51%	57%	63%	62%	-1%
Ridge Street Annex	N/A	N/A	N/A	N/A	N/A
Ridge St. Early Chld. Ctr.	N/A	N/A	N/A	N/A	N/A
Roseville	N/A	N/A	N/A	N/A	N/A
Sussex Avenue	21%	39%	63%	40%	-23%
Sussex Avenue Annex	N/A	N/A	N/A	N/A	N/A

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

### ***Student Attendance Rates By School***

#### **SCHOOL LEADERSHIP TEAM IV ATTENDANCE RATES**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Abington Avenue	92.9%	93.2%	93%	93.8%	+0.8%
Branch Brook	85.3%	89.1%	93%	92.2%	-0.8%
Broadway Elementary	90.4%	92.3%	93%	93.1%	+0.1%
Clemente, Roberto	91.0%	91.9%	93%	92.9%	-0.1%
Elliot Street	92.3%	93.3%	93%	94.4%	+1.4%
First Avenue	94.0%	94.8%	93%	95.4%	+2.4%
Flagg, Dr. E. Alma	92.1%	92.3%	93%	92.1%	-0.9%
Franklin	91.6%	92.8%	93%	93.3%	+0.3%
Hernandez, Rafael	89.0%	90%	93%	90.5%	-2.5%
Horton, Dr. William H.	92.1%	92%	93%	92.1%	-0.9%
Marin, Luis Munoz Middle	90.7%	89.7%	93%	92.2%	-0.8%
McKinley	90.3%	91.7%	93%	90.2%	-2.8%
Ridge Street/Annex Early Childhood Center*	93.0%	93.3%	93%	93.8%	+0.8%
Roseville	88.7%	87.7%	93%	92.8%	-0.2%
Sussex Avenue/ Sussex Avenue Annex*	90.1%	91.5%	93%	90.9%	-2.1%

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\*School locations have been consolidated with main school. Calculations of attendance rates are combined.

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM V**  
**ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT**  
4TH GRADE

<b>SCHOOL</b>	<b>1997-98 BASELINE</b>
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Alexander Street

Boylan Street

Camden Street

Camden Middle

Fifteenth Avenue

Fourteenth Avenue

Kennedy, John F.

Lincoln

Mount Vernon

New Jersey Regional Day

South 17th Street

Speedway Avenue

Thirteenth Avenue

Tubman, Harriet

Vailsburg Middle



## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM V**  
**EARLY WARNING TEST – READING**  
**8TH GRADE TEST**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Alexander Street	N/A	N/A	N/A	N/A	N/A
Boylan Street	N/A	N/A	N/A	N/A	N/A
Camden Street	N/A	N/A	N/A	N/A	N/A
Camden Middle	69%	51%	68%	52%	-16%
Fifteenth Avenue	63%	73%	68%	32%	-36%
Fourteenth Avenue	N/A	N/A	N/A	N/A	N/A
Kennedy, John F.	N/A	N/A	N/A	N/A	N/A
Lincoln	N/A	N/A	N/A	N/A	N/A
Mount Vernon	77%	88%	68%	72%	+4%
New Jersey Regional Day	N/A	N/A	N/A	N/A	N/A
South 17th Street	41%	51%	68%	68%	0%
Speedway Avenue	N/A	N/A	N/A	N/A	N/A
Thirteenth Avenue	65%	54%	68%	61%	-7%
Tubman, Harriet	N/A	N/A	N/A	N/A	N/A
Vailsburg Middle	67%	58%	68%	60%	-8%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM V**  
**EARLY WARNING TEST - WRITING**  
**8TH GRADE TEST**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Alexander Street	N/A	N/A	N/A	N/A	N/A
Boylan Street	N/A	N/A	N/A	N/A	N/A
Camden Street	N/A	N/A	N/A	N/A	N/A
Camden Middle	50%	39%	57%	43%	-14%
Fifteenth Avenue	67%	47%	57%	37%	-20%
Fourteenth Avenue	N/A	N/A	N/A	N/A	N/A
Kennedy, John F.	N/A	N/A	N/A	N/A	N/A
Lincoln	N/A	N/A	N/A	N/A	N/A
Mount Vernon	50%	64%	57%	50%	-7%
New Jersey Regional Day	N/A	N/A	N/A	N/A	N/A
South 17th Street	30%	42%	57%	30%	-27%
Speedway Avenue	N/A	N/A	N/A	N/A	N/A
Thirteenth Avenue	68%	44%	57%	61%	+4%
Tubman, Harriet	N/A	N/A	N/A	N/A	N/A
Vailsburg Middle	31%	36%	57%	23%	-34%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

*Percentages of Students By School Scoring At or Above State Mandated Level of Proficiency*

**SCHOOL LEADERSHIP TEAM V**  
**EARLY WARNING TEST - MATHEMATICS**  
8TH GRADE TEST

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Alexander Street	N/A	N/A	N/A	N/A	N/A
Boylan Street	N/A	N/A	N/A	N/A	N/A
Camden Street	N/A	N/A	N/A	N/A	N/A
Camden Middle	51%	28%	57%	42%	-15%
Fifteenth Avenue	29%	47%	57%	26%	-31%
Fourteenth Avenue	N/A	N/A	N/A	N/A	N/A
Kennedy, John F.	N/A	N/A	N/A	N/A	N/A
Lincoln	N/A	N/A	N/A	N/A	N/A
Mount Vernon	56%	78%	57%	68%	+11%
New Jersey Regional Day	N/A	N/A	N/A	N/A	N/A
South 17th Street	19%	45%	57%	42%	-15%
Speedway Avenue	N/A	N/A	N/A	N/A	N/A
Thirteenth Avenue	36%	26%	57%	30%	-27%
Tubman, Harriet	N/A	N/A	N/A	N/A	N/A
Vailsburg Middle	27%	28%	57%	39%	-18%

## ***SUMMARY OF STUDENT PERFORMANCE AND BEHAVIOR INDICATORS***

### ***Student Attendance Rates By School***

#### **SCHOOL LEADERSHIP TEAM V ATTENDANCE RATES**

<b>SCHOOL</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98 BENCHMARK</b>	<b>1997-98 ACTUAL</b>	<b>DIFFERENCE</b>
Alexander Street	93.0%	93.9%	93%	93.9%	+0.9%
Boylan Street	90.0%	89.9%	93%	88.2%	-4.8%
Camden Street	91.9%	93.6%	93%	93.8%	+0.8%
Camden Middle	90.6%	92.5%	93%	91.3%	-1.7%
Fifteenth Avenue	88.7%	90.7%	93%	91.4%	-1.6%
Fourteenth Avenue	91.1%	92.2%	93%	92.5%	-0.5%
Kennedy, John F.	82.4%	84.3%	93%	86.6%	-6.4%
Lincoln	94.1%	95%	93%	94.2%	+1.2%
Mount Vernon	94.2%	94%	93%	94.2%	+1.2%
New Jersey Regional Day	88.4%	90.3%	93%	93.3%	+0.3%
South 17 <sup>th</sup> Street	90.1%	90.4%	93%	91.5%	-1.5%
Speedway Avenue	93.6%	93%	93%	93.2%	+0.2%
Thirteenth Avenue	89.7%	91%	93%	92.1%	-0.9%
Tubman, Harriet	94.0%	94.8%	93%	95.1%	+2.1%
Vailsburg Middle	90.3%	90.6%	93%	91.3%	-1.7%

### *PART III*

*Narrative description of implementation of the plan over the year*

## ***SCHOOL CORE TEAMS***

- 1. By June, all School Core Teams will be categorized as either highly effective or moderately effective, with no school classified in the not effective category based on established district-wide criteria.**

Actions at the school level prompted by district contract negotiations with the Teacher's Union severely curtailed School Core Team meetings. None the less, we did assess all teams on their coping abilities within the context of this year and will identify teams who were able to move ahead on this initiative. Through our survey instrument we also will identify other obstacles to School Core Team operation which we can then address.

The District Steering Committee for School-Based Planning revised the operational plans for School Core Teams to enable teams to move forward despite such obstacles. These guidelines will be implemented in the 98-99 school year.

The benchmark for 97-98 should replace the 98-99 benchmark.

- 2. By June, the Standard Bearer School model will consist of a total of 26 schools.**

The reorganization of the high schools and an administrative action in one elementary school left us with only 23 schools completing the Organizational Assessment Survey necessary to implement the Standard Bearer Model.

The District Steering Committee for School-Based Planning has recommended changes for school-based planning guidelines that should reinforce the use of this model as the core of planning at the school level. A task force has been recommended to address the issue of "One school-one plan."

Once the new Assistant Superintendent of high schools assumes her position, we will map out a timeline for the high schools consistent with each of their "reorganization" plans. All elementary schools will be engaged in the model next year, either in Phase I, II or III.

### ***PUPIL PERFORMANCE IMPROVEMENT***

- 3. 70% of fourth-graders will score above the minimum levels of proficiency in reading, 63% in math and 78% in writing.**

District fourth-grade students this year were tested using the Elementary School Proficiency Assessment (ESPA). Unfortunately, scores for this exam will not be available until August 1998. The district did engage in several initiatives to increase the likelihood of positive test scores. For example, fourth grade teachers participated in an ESPA Institute and were provided with instructional materials designed to support literacy development in language arts, mathematics and science. Next year, ongoing staff development activities will emphasize in-class support for teachers.

- 4. 68% of eighth-graders will pass the EWT in reading, 57% in math and 57% in writing.**

While we did see modest gains in the Reading and Math portions of the Early Warning Test (EWT), the district fell short of meeting these benchmarks (See Summary). A number of efforts targeted the students at this grade level but unfortunately, did not have the impact we had anticipated. Initiatives included Saturday and after school EWT academies for eighth grade teachers and their students. Also, the Offices of Mathematics and Language Arts Literacy provided additional workshops on instructional strategies to enhance students' skill development. In the coming years, we will increase efforts to provide in-class support for middle grade- level teachers and expand the implementation of effective language arts literacy pilots.

- 5. 69% of eleventh-graders will pass the HSPT11 in reading, 70% in math and 70% in writing.**

The respectable gain our eleventh grade students made on the Reading portion of the High School Proficiency Test (HSPT 11) were overshadowed by the losses suffered on the Writing and Mathematics portions (See Summary). We experienced these setbacks despite concentrated efforts that were expected to impact scores positively. Staff development activities emphasizing interdisciplinary curriculum and teaching in block scheduling, for example, were initiated for secondary teachers. Next year, we will expand staff development on implementing instructional activities based on the Standards for secondary teachers.

- 6. SAT combined verbal and math scores will increase by 17 points over the previous year's performance for a total score of 812.**

The combined verbal and math scores this year were 794 (last year's combined scores totaled 795) thereby missing this benchmark. Benchmarks for subsequent years will have to be adjusted accordingly.

During the 1997-1998 school year, SAT preparation classes were offered at each high school, and the Huntington Program was implemented at three high schools. A total of 514 students enrolled in SAT preparation classes, representing a total of twenty percent of the juniors and seniors in the District.

To continue efforts to improve overall student performance on the SAT, SLT II (the Office of Secondary Programs) will expand SAT preparation course offerings; facilitate student participation in SAT programs at outside institutions such as Essex County College and Rutgers-Newark; increase efforts to promote early and frequent exposure of students to the SAT.

## **7. The number of students taking the SAT will increase by five percent over the previous year:**

The Educational Testing Service reported a total of 864 test takers among the 1997 twelfth-grade class. This number represents 53.4% of twelfth-grade students according to the June 1997 count.<sup>1</sup> The Educational Testing Service reported a total of 869 test takers among the 1998 twelfth-grade class (up five students from the previous year). This number represents 52.4% of twelfth-grade students according to the June 1998 count. To meet this benchmark, 58.4% of twelfth-grade students would have had to take the test this year or a total of 968 students. Unfortunately, we were unable to attain this goal.

There was an increased effort by the Office of Guidance to enroll students in SAT preparation courses and to make more students aware of local community based SAT preparation programs. To continue efforts to increase the number of students taking the SAT, SLT II (the Office of Secondary Programs) will expand offerings in college preparatory, honors and advanced placement courses.

## **8. Seventy percent of all eligible eighth-graders will be enrolled in an Algebra I course.**

During this year, 85% of eligible eighth-graders were enrolled in an Algebra I course. The most significant factor contributing to the successful attainment of this benchmark was the approximately 36 teachers who completed the Algebra Initiative Program at Montclair State University.

The Algebra initiative will continue in the coming school year.

## **9. All School Leadership Teams (SLTs) will have a minimum of four Gifted and Talented program sites**

Until this year, little was done on a district-wide level to expand the number of Gifted and Talented program sites. During the 1997-98 school year, a total of 8 G&T program sites existed in the district. This year, a student identification & nomination process using multiple criteria was conducted in 41 schools. This identification process added to the existing program sites, and resulting G&T program sites will increase their number dramatically for the coming 1998-99 school year. Each School Leadership Team will have the following number of program sites: SLT I – 13; SLT III – 11; SLT IV – 5; SLT V – 10.

Gifted & Talented resource staff at these sites were trained in differentiated curriculum and lesson planning through 4 in-service workshops and a 2- day Junior Great Books training session. In addition, each site has submitted a design plan for servicing their identified students that was developed by a school-based Gifted and Talented Planning Committee.

Staff training for both gifted resource teachers and regular classroom teachers will continue in individual school or SLT format based on needs assessments of each program. The portfolio component of the identification process should be expansion and specific service areas for the arts included in coming years. Finally, expansion & acceleration of the NJ Core Curriculum related to service and standards for gifted students should occur.

## **10. Appropriate instructional resources(e.g. parallel texts in the content areas) and programs will be available to ensure grade level and language acquisition by all Bilingual and English as a Second Language students.**

Parallel literacy texts were provided through the District adoption process in bilingual classes, allowing the district to meet this benchmark early in the school year. A “LEP Reserve Fund” budget allocation was established at each School Leadership Team to provide additional resources to supplement school-generated

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<sup>1</sup> Note that these figures are different than what appears in the Strategic Plan. An error was made in reporting in the Strategic Plan: 57.3% is not the total percentage of seniors taking the test but rather the total percentage of graduating seniors who took the test.



purchases of needed materials. Funds were expended during the first three months of the school year to meet those needs reported by the schools.

To further upgrade implementation of this initiative, a parallel Spanish version of the newly adopted District elementary mathematics series (K-6) is being provided. In grades 7 and 8, Bilingual Spanish teachers will be provided with an alternative mathematics series which conforms to the NCTM standards in Spanish and English versions. Each School Leadership Team will again provide a LEP Reserve Fund to augment school purchases of bilingual/ESL instructional materials.

**11. Sixty-three percent of students will exit to the general program after the equivalent of three complete years of participation in the Bilingual/ESL programs.**

The June 1998 exit data indicates that of the total LEP population of 3,797 general LEP students, there are 271 (approximately seven percent ) who remained in the program after three or more years of participation, *implying* an exit rate of 93% for this year's bilingual student population and greatly exceeding the 63% benchmark. However, the capacity to track the same student through his/her school career and to generate time-in-program data in increments of total months of instruction rather than years, is needed to generate valid program participation and exiting data, and to identify those factors which have a measurable impact on student academic performance. Therefor, it is not possible at this time to reliably or accurately determine whether this benchmark has been met .

The Office of Bilingual Education, with the aid of the Office of Educational Technology, began investigating alternatives for upgrading the student database capabilities of the District in order to establish a reliable audit process for student mainstreaming. Once the district is able to identify the systems capabilities, measures will be taken to alter the manner in which exit data are collected, interpreted, and used to further instruction.

## ***SCHOOL RESTRUCTURING***

### **12. By June, the district will have completed planning for a pilot middle school which will open in September 1998 and serve as a model for the district.**

A detailed implementation plan was developed for opening this site in September. A location was selected and necessary renovations are being made. Collaborative planning has occurred with directors and staff of the Department of Teaching and Learning and the Office of Educational Services in those areas where physical structures and furnishings will impact curriculum. Increased professional development for instructional staff and workshops to increase parental awareness of adolescent development and middle school philosophy are included in plans.

### **13. Five secondary schools will have implemented district restructuring recommendations.**

Restructuring programs are presently underway at six District high schools: Barringer High School, East Side High School, Redirection High School, Technology High School, University High School, and West Kinney Alternative High School.

As part of the reorganization, both Barringer and East Side will be implementing theme-based house plans. The houses projected for Barringer High School are Travel/Tourism and Technology. The houses projected at East Side are Communications, Business and Law, Health Sciences, and an alternative education program.

The alternative high school programs at Redirection High School and West Kinney Alternative High School will be co-housed in the West Kinney facility, the first step in merging the two programs into a single entity. During the 1998-1999 school year the faculties from the two programs will work cooperatively to facilitate the merger.

The program at Technology High School continues to develop, offering District students the option of a fourth magnet school, focusing on a technology-based education.

To support overall restructuring efforts in secondary schools, staff development will be provided to assist staff members in redefining their roles for active participation in the restructured programs and will include site visits to schools that have successfully implemented restructuring.

### **14. Workplace readiness skills will be infused into 50% of the district's core curriculum.**

Curriculum guides are updated in three-year cycles. More than half have been updated this year and of those, all have been infused with the cross-content workplace readiness skills, thereby meeting this benchmark. In addition, the District has developed an action plan, which is a model to infuse the cross content workplace readiness skills through interdisciplinary projects.

The District will continue to infuse cross-content workplace readiness skills in newly developed curriculum.

### **15. Theme schools will be implemented at two additional secondary schools.**

In September, 1998, house plans will be implemented at two of the District's six comprehensive high schools; Barringer and East Side. Each school will be reorganized into houses with a unique theme. The staff at each school is currently in the processes of developing theme-based programs.

There is a need for ongoing staff development at East Side and Central High Schools, and for technical support to facilitate implementation, monitoring and needed refinement of the model.

## **TECHNOLOGY**

### **16. Over the course of the school year, work will be done necessary to place distributed networks in 10 additional elementary schools and 3 secondary schools**

Thirteen additional schools were identified this year and scheduled for installation of distributed networks. Necessary electrical upgrades at these sites are being made based on a schedule developed with the Department of Facilities Management. Equipment, software, tables, security devices, and all necessary items have been ordered. Network cabling will be installed as the electrical upgrades are completed.

Nine of these sites were installed by June 30<sup>th</sup> and four more will be completed by the end of August 1998, thereby meeting this benchmark. (The final date for the installation was changed in the Strategic Plan from June to August in order to allow for sufficient time for completion.)

### **17. Over the course of the year, work will be done necessary to place computers in primary classrooms in 2 additional schools**

Two additional primary schools were identified and are included in the schedule of electrical upgrades and cabling.

### **18. 150 additional teachers will demonstrate proficiency in incorporating technology into instruction.**

Staff development was provided for over 200 additional teachers this year. Proficiencies for classroom teachers were distributed as part of the staff development sessions and the data was collected to verify that skills are being upgraded and teachers are demonstrating proficiency.

This year, through a multi-tiered approach to staff development, approximately 1,000 teachers participated in sessions. Data which was collected and analyzed indicates that well over the 150 number of teachers referenced in the benchmark have gained in their levels of proficiency. (Data for verification is available through the office of Instructional Technology.)

### **19. The ratio of students to updated computers will change to 18:1.**

Computers were placed in an additional 15 schools this year which decreased the ratio of students to computers, once again exceeding the benchmark. The ratio of students to updated computers is now 11:1.

The Strategic Plan states that the benchmark for the 98-99 school year will be 12:1. Since this was already exceeded this year, next year's benchmark should be adjusted accordingly. The ratio for the end of the 98-99 school year will be 10:1.

## ***STAFF DEVELOPMENT***

### **20. By June, all elementary schools will have on-site staff developers**

Staff Developers assigned to all elementary schools in the 1995-1996 school year continued to support instruction throughout the 1996-1997 and 1997/1998 school years. The Office of Staff Development will plan professional development activities designed to upgrade the skills of staff developers during the 1998-1999 school year.

### **21. All classroom teachers will be trained in the tenets of the Core Curriculum Content Standards according to the CCCS implementation schedule.**

Staff development activities focusing on effective implementation of the Core Curriculum Content Standards were facilitated through partnerships with local colleges. Staff development plans centered on all Core Content areas, including workplace readiness skills. Teachers participated in workshop and inservice sessions, selected course work and institutes on the ESPA and EWT. Elementary and secondary teachers participated in workshops emphasizing skill development through the implementation of interdisciplinary curriculum.

Still to be trained in science CCCS are teachers in grade one/two; training of teachers on the secondary level began during the 1997/1998 school year. Staff development initiatives will be reinforced through implementation of follow up, in-class support strategies.

### **22. All central office instructional offices will have implemented a staff development plan**

All central office instructional offices spent considerable time on this task and as a result, all offices were successful in developing and implementing plans this year thereby meeting this benchmark. Staff development initiatives will be reinforced through implementation of follow up, in-class support strategies. The Department of Teaching and Learning will continue to plan and implement staff development initiatives, based on assessment of outcomes of instructional practices, in collaboration with the Office of Educational Services and School Leadership Teams.

### **23. 36 eighth-grade math teachers will be able to teach an Algebra I course.**

The second cohort of eighth grade teachers continued in the Algebra Initiative at Montclair State University during the 1997-1998 school year and will be prepared in September 1998 to teach seventh and eighth grade mathematics or Algebra I as determined by the needs of the schools. This will result in approximately 65 teachers who will be eligible to teach Algebra I. The Office of Mathematics will continue to reinforce implementation of the Algebra Initiative by facilitating teacher enrollment in the Montclair State University program, and by providing direct, in-class support to eighth- grade Algebra I teachers.

## ***SPECIAL POPULATIONS PROGRAMS***

### ***SPECIAL EDUCATION***

#### ***Development of appropriate instructional programs***

- 24. By June, 40% of the Special Education students will receive instruction in Least Restrictive Environment programs placed in their neighborhood school, School Leadership Team or district.**

Fifty-eight percent (1,750) of the Special Education population receives instruction in a neighborhood school and an additional 17.5%(525) are in a school within their home SLT, and another 13.8% (415) of special education students are sent to other SLT's (not their home SLT) in the district. During the 1997-98 school year, 12% (360) of Special Education students were sent out of district.

A major factor contributing to the reassignment of students to neighborhood schools was the opening of resource rooms in 88% of the district's schools. Children who have transitioned out of K-4 schools and elementary graduates have been reassigned to their district SLT school. Five classes have been moved from a special education school (J. F. Kennedy) to a school that provides the opportunity for inclusion. The bilingual Communication Handicapped (CH) class has been relocated from SLT III to SLT IV allowing children to attend classes in schools closer to home. A Preschool Handicapped (PRH) student classroom has been established in SLT I to serve preschool children from SLT I. Six students were returned from out of district placements to their SLT or district school.

In the coming school year, the district will continue to open resource center programs. Children who transition from a K-4 program and/or graduate from elementary school programs will be assigned to the neighborhood school or a school in their SLT. Class size changes in the new administrative code for Special Education will allow a greater number of students to be placed in their neighborhood school.

- 25. By June, all Special Education students 14 years old or older will have available to them a transitional program that will prepare them to move from an educational setting to adult life.**

This benchmark has been met. All students, 14 years or older, have available to them a program that will prepare them to move from an educational setting to adult life as described in this benchmark. For example, all students at JFK, NJ Regional Day, Montgomery and Technology Prep are provided career resources and pre-employment training skills. Students in other high schools are provided similar opportunities as part of their high school graduation requirements by taking a Career Education course for a half a year. Job coaches are part of the staff at all special education high schools. School-to-work activities are given to all high school students and Cooperative Industrial Education (CIE) Coordinators work in all high schools.

The Office of Special Education requires that all special education students 14 years old or older have a transitional program in their individualized educational plan. This is a required compliance activity applicable to students 14 years and older. Six secondary schools have functioning transitional programs that are preparing students 14 years or older to move from an educational setting to adult life. Other secondary settings work with Division of Vocational Rehabilitation (DVR), the school's guidance office, and the Division of Developmental Disabilities (DDD) to ensure implementation of the transitional plan for each student.

In the upcoming school year, J.F.K. will have been restructured to serve as a secondary program that will prepare developmentally delayed students to transition from school to adult life. *Project Save Newark's Youth* will serve the incarcerated youth and enable them to transition from a secondary program to adult life. Transition coordinators should be assigned to each SLT and in every high school during the 1998-99 school year.

- 26. Maintain and update demographic information and notification of all stakeholders of the full continuum of services.**

This benchmark has been met. Information about the full continuum of services for special education students is provided during monthly parent meetings, newsletters and child study meetings. Demographic information is updated on a continuous basis to ensure that stakeholders are apprised of available services. Abbott funding was utilized to provide in-service training that would expand the knowledge-base of stakeholders in the area of inclusion. This objective is still in progress.

Engaging the School Core Teams, case manager, and Parent Volunteer Academy at each school will further the dissemination of information.

### ***Implementation of appropriate instructional programs***

#### **27. By June, all schools (elementary and secondary) will implement the adaptive curricula to align with the Core Curriculum Content Standards.**

We anticipate that all schools will use the adaptive curricula beginning in September 1998.

Activities were implemented through the Office of Teaching and Learning to ensure that Core Curriculum content standards are aligned with the district's adaptive curriculum. The Office of Special Education and Teaching and Learning will continue to work collaboratively in developing a core curriculum that will be implemented for all students.

#### **28. All schools will have fully operational Resource Centers.**

The district made significant progress during this school year. Seventeen (17) schools in 1997 had fully operational resource centers before this year and in 1998, fifty-five (55) new resource centers were opened for a total of 72 fully operational resource centers. The ten schools who did not institute resource center programs during the 1998-99 school year will do so in September of 1998.

#### **29. The number of Special Education students participating in the district's summer educational program will increase by 25% (approximately 10% of Special Education Students participated in summer programs in 1997).**

There was an increase in programs offered to special education students during the summer of 1998. As a result, we have registered over 600 students for this summer, representing 20% of the Special Education student population and doubling the number of students enrolled last year, far exceeding the 25% benchmark. (Given that last year, approximately 10% of the Special Education population participated in summer educational programs, this year's 20% represents a 100% increase.)

#### **30. The number of students educated in their neighborhood school will increase by 25%.**

The Strategic Plan establishes a baseline for the 1995-96 school year: 27% (approximately 900 students that year) were educated in their neighborhood schools. This year, fifty-eight percent (approximately 1,750 students) of Special Education students were educated in their neighborhood school and an additional 17.5% (515) were educated in a school within their SLT. Thus we have surpassed this benchmark.

#### **31. The number of students participating in extracurricular activities with non-disabled peers will increase by at least 20%.**

In June of 1998 a survey was conducted in all schools with a Special Education population with names and activities identified. Survey results indicate that 20% of all special education students, or 600, participated in after school activities this year. If measured against the baseline of 6% established in the Strategic Plan for the 1996-97 school year, the district has more than met this benchmark. However, in the past, the district had difficulty tracking this information accurately because schools do not code or classify students in extracurricular activities. In the interest of accuracy, the information gathered this year will be used to

establish a baseline against which to measure growth as we move forward. It is therefore not possible to determine with absolute certainty whether the district was able to, in fact, meet this benchmark.

In addition to the survey administered in June, a bulletin was disseminated to each Principal in September charging them with the responsibility of including special education students in all extra curricular activities. Increased placement of special education students in their district schools has increased the opportunity for students to participate in extracurricular activities. These efforts will continue in the coming year.

**32. At least 25% of Special Education students will show a year's growth: during the 1996-97 school year, growth rates were 56% for reading and 53% for mathematics.**

During the 1997-98 school year, 45.2% of Special Education students demonstrated growth in reading, and 49% demonstrated growth in mathematics. While the number of students demonstrating growth declined this year, rates did greatly surpass the benchmark of 25%.

**33. Twenty-five percent of Special Education students will demonstrate mastery of I.E.P. goals.**

These goals are reviewed annually by the Child Study Teams, parents and teachers at the annual IEP review and they are updated and changed according to the child's progress.

The Office of Special Education is restructuring the Individual Educational Plan (IEP) to align it with the new administrative code that will include mastery of goals. In the future, special education students will be part of the district's and state's assessment program and progress will be measured using these results. Expectations for academic success for all classified students is an ongoing commitment of the Office of Special Education.

**AT RISK**

**34. Pupil Resource Committees (PRC) in all schools will inservice their school staff on PRC policies and procedures.**

Each of the five School Leadership Teams reports that all eligible schools (several "alternative" schools have made other provisions for these services) have established Pupil Resource Committees and staff at each site have received inservice on policies and procedures.

**35. A building plan based on the academic and behavioral needs of students will be developed, and intervention services provided to students.**

Each of the five School Leadership Teams reports that building plans have been established at every school. Programs and plans vary from school to school, each meeting the needs of their respective populations. For example, at the high schools, comprehensive and magnet schools have employed block scheduling this year which had a positive impact on students, academically as well as behaviorally. Also, Sylvan Learning Systems provided classes designed to better students' preparation for the state standardized tests while Huntington Learning Corporation provided SAT preparation classes, and after school tutorial classes were conducted emphasizing HSPT skills. Several high schools addressed behavioral needs of students through establishing Suspension on Site programs and by providing intervention services through the Pupil Resource Committees, Guidance Services, Health Services and Substance Abuse Awareness Coordinators.

Examples of strategies at the elementary level include work completed by Pupil Resource Committees which served as vehicles for developing and designing instructional strategies to promote pupil competence. Instructional staff, support staff, and parents were involved in the planning, development, and implementation of intervention plans which also served as a catalyst for data analysis, observation, and needs assessment of standardized, norm referenced tests and individual school assessments. Some schools addressed the behavioral needs of students by providing awareness training for school administrators which aided school principals to better lead, monitor and support the efforts of the school-based Student Support Team intervention activities. Other strategies included parent meetings where topics

covered such issues as inclusion and other aspects of the special education program. School-level discipline plans were developed and implemented at schools in accordance with the district-wide discipline policy. One final example of how schools are addressing the academic and behavioral needs of students: at one school, classrooms were organized and opened for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students who have demonstrated a need for an alternative setting.

**36. All 504 students will be provided with required services in compliance with 504 requirements.**

Each of the five School Leadership Teams reports that 504 students have been identified and services are being provided in accordance with legal requirements.

**37. By June, and attendance rate will be 93% for elementary schools and 85% for secondary schools.**

Refer to summary page at the beginning of this report.



## ***CLEAN AND SAFE ENVIRONMENT***

### **38. By June, an on-line school incident data reporting system will be implemented throughout the district.**

During this year, schools have submitted paper incident reports. Although this benchmark was not met by June, by the fall, schools will be able to directly enter incident information into the district's software. Training sessions will begin in the Fall and will be part of the overall training on the new software available on the Wide Area Network. Security will continue to use the existing paper incident reporting process as a parallel reporting method until the electronic process functions smoothly.

### **39. By July (1997), begin to implement the Five Year Master Plan.**

This benchmark was successfully met since we began implementation of the Five Year Master Plan (the Urbahn 5-year facility needs assessment) in July 1997 with \$51.7M in capital projects funded by bond issues which were put into process at that time. These projects were priorities identified in the Urbahn 5-year facility needs assessment. Additionally, projects totaling \$8M are scheduled for completion by September 1998. Each SLT has submitted a two-year plan for realigning instruction. Facility Management is evaluating the cost of these plans and developing a formal capital budgeting process to routinely gather this information. Two features of the capital budget preparation process are a formal procedure for annually assessing capital needs in each site and a cyclical capital replacement/repair schedule.

Facility maintenance will develop the capital budget process during FY99 for implementation in the following year. The FY99 benchmarks should be enhanced to read: "By June, a Capital Budgeting process will be developed."

### **40. By June, 60% of all funded capital projects undertaken within the 1997 – 1998 year will be completed on-time and within budget.**

The Department of Design and Construction undertook 53 funded capital projects this year: 96.2% were completed on time and; 94.3% were completed within budget. Of the total number of projects, eighteen were completed using Job Order Contracting (JOC) and 35 were completed using the traditional design and bid methodology. Eighty-nine percent of the projects completed using JOC were completed within 5 days of their anticipated completion date, and more than 94% were completed within budgetary constraints (+10% of estimated cost). One hundred percent of the projects completed using traditional methods were completed on time and 94% were completed within budget constraints.

### **41. Sixty percent of all requests for repair will be evaluated and responded to within ten days with a schedule for completion or "identified funds to complete" report. All schools will be surveyed to determine their electrical capacity to meet the demands of the District's instructional technology initiative**

As of June 1, there are 4620 open work orders. Based on the results of a principal survey 602 of these projects are scheduled for completion during summer 1998. As of September the 10-day response time will be added to the management reporting systems at the SLT level through the facilities reorganization. Each SLT will be assigned a building manager who will be responsible for tracking the information that demonstrates our progress toward this goal. Sixty-five schools have been surveyed and electrical upgrades have been completed in 63 of that number. . The balance of the surveys will be completed by September..

## ***EQUITY AND DIVERSITY***

### **42. By June, hiring of targeted populations will comprise 30% of vacancies.**

Human Resource Services, Information Services and Affirmative Action have worked to ensure that racial/ethnic classifications are accurate and that all new hires are identified. Based on these files, 50.9 % hires made during the 1997-98 year were from targeted populations. (Note that vacancies and hires are the same: the number of hires is the best approximate of vacancies in the district. The district currently does not measure the total number of vacancies that have occurred during a given year. Assuming that as positions become vacant, we either fill them or eliminate the positions, the number of hires is a realistic estimate of the number of vacancies.)

Currently, information on disability status of new hires is not gathered. New HR/Payroll systems will be able to provide this data by ensuring that the District can analyze HRS data with accuracy and efficiency, and gather information on disability status and other information about applicants as well as hires.

### **43. Procurement of all goods and services from local/minority vendors will increase by 10% over previous year's levels.**

The percentage increase in this year's contracts involving local and minority vendors meets the goal as established in the plan. Last year, goods and services totaling \$3,656,769.55 were purchased from local and minority vendors. This year that total is \$4,629,757.09, representing an increase of 26.6% in procurements of goods and services from local and minority vendors. Contributing factors included: two District-sponsored "Doing Business with the Newark Public Schools" workshops this year, attendance at workshops designed to identify minority/women/Newark-based enterprises, and development and dissemination of a list of such businesses for use by internal departments. Despite this, the dollar amount of these contracts would need to be significantly increased in order to meet the intent of the goal.

Additional effort will be committed to ensuring that minority/women/Newark-based enterprises are appropriately involved in the overall business activity of the district. All internal business practices should be scrutinized for new, unique, or continuing opportunities for minority/women/Newark-based enterprises

### **44. By June, the District will implement an employee tracking mechanism to assess all changes in employee status (i.e. promotion; transfer; voluntary or involuntary termination; etc.).**

The Peoplesoft Human Resource/Payroll software is not yet active. The implementation team, comprised of staff from Human Resources, Financial Services, and Information Services as well as the vendor, anticipates full-implementation by September 1998.

There will be ongoing collaboration between HRS, Information Services, and Financial services until the system is fully implemented.

## ***FISCAL ACCOUNTABILITY***

- 45. By June, timeliness and accuracy of required reporting will be maintained to meet state standards; 33% of A148 and 149 will be submitted on time.**

The District did not have an automated means of assigning staff to the appropriate budget accounts established to pay their salaries. With the major changes in State law, i.e. Demonstrably Effective Programs (DEP) and Early Childhood Program Aid (ECPA) large numbers of staff had to be transferred into new accounts. These transfers had to be accomplished manually, resulting in significant reporting lags. The introduction of automated HR/Payroll will facilitate assigning employees to appropriate budget accounts. This will allow for more timely reconciliation of accounts, distribution of costs and preparation and submission of reports.

- 46. The district will submit the final version of its FY 1999 budget to the County Superintendent on time.**

Three factors impacted the District's timely submission: changes in revenue figures, difficulty in producing DEP and ECPA budgets, and allocation of funds and return of budgets too late to be incorporated into initial submission. While the submission date was after the due date, the District improved significantly over the previous year's submission that was nearly two weeks late. The District will allocate funds to schools and locations in December 1998, thereby increasing our capacity to prepare an acceptable budget on time.

- 47. By June, reduce the number of worker's compensation claims to 850. All workers' compensation claims will be paid on time.**

All claims were paid on time. However, 927 worker's compensation claims were filed this year, exceeding the benchmark by 77.

While the overall number of claims is higher than anticipated, seventy percent or 650 of the claims filed involved no time lost from work. Consequently, the District realized tremendous savings on indemnity payments for lost time and the Office of Risk Management was able to return over \$1M to general fund from these savings.

The new HRS/Payroll system will provide even better tracking of expenses related to worker's compensation claims. Additionally, the Office of Risk Management will develop a monthly report on the percentage of new claims filed that compares the volume of claims resulting in time away from work to those that do not.

Next year, the goal of 850 should be maintained, and of these , 600 should not involve lost time.

## ***DELIVERY OF GOODS, SERVICES AND RESOURCES***

### ***Purchasing***

**48. By September, budget information will be available on-line to facilitate school based decision making.**

The Department of Financial Services and the Department of Purchasing worked together in the fall of 1997 to ensure that all schools were able to access and effectively use the information in the District's financial management software. As a result, the district was successful in providing budget information on-line to facilitate school-based decision making, thereby meeting this benchmark. Training sessions were held and Information Services installed modems so that all schools could access MSA. Additional training on supplemental functionality of the MSA system will be held for school representatives during fall 1998.

**49. By March, all orders for standard items will be processed within 7 days**

The Purchasing Department routinely meets the goal of processing standard items within seven days. The task of developing standard order catalogs for the schools to utilize continues to be a major focus to encourage school to use the standard items and inform them of new additions.

**50. 90% of low value items will be ordered using the Direct Order process. (Schools will be able to acknowledge receipt of goods electronically).**

The Purchasing Department intends to implement the last phase of training in the MSA electronic system in Fall 1998. After the training, the Purchasing Director anticipates that schools will be able to prepare and submit requisitions for goods electronically. As the Direct Order process entails preparing one general requisition for each participating vendor, the capacity to enter requisitions online will make it easier for schools to perform the budgetary functions necessary to use the Direct Order process. Ongoing training sessions and support will be provided.

Strategic Plan goals should be revised to 75%. The 90% goal is too high given the current volume of low-value items ordered.

### ***Human Resources***

**51. By June, the district will have established, through a collaborative process, performance standards by which all staff will be evaluated.**

Revisions to the performance standards and evaluation for the instructional and non-instructional staff have been completed. Annual reviews of the process will be conducted and procedures will be instituted.

**52. The program for recognizing and honoring staff will be implemented**

A plan for recognizing and honoring support staff and teaching staff is being finalized. The program will be in place at the start of the 1998-99 school year.

**53. HRS will implement new policies and procedures for placement which expedite the hiring process and transfer decision making to SLT's and schools for teaching positions and principals**

This year, School Leadership Teams, Associate Superintendents and Department Heads made all staffing decisions. Human Resource Services facilitated these decisions by serving as a clearinghouse for qualified candidates, scheduling interviews, performing all recruitment functions, and hiring recommended candidates. As information about the proper hiring procedures is disseminated throughout the District, schools and departments will understand how HRS' support and oversight functions benefit their day-to-day operations. Consequently, managers will be less inclined to circumvent HRS' procedures and overall confidence in the process will increase.

**54. 75% of instructional and 75% of non-instructional staff will be hired within the time guidelines outlined by HRS. (CCI #22)**

Since preparing the hiring projections of all staff at 75%, HRS has been able to more than meet these goals. Eighty-five percent of staff hired this year were hired within the designated time guidelines. The new HR/Payroll system's capacity to electronically store the effective date of all transactions will allow the district to more accurately record the time required to fill each vacancy.

**55. Reduce occasional absenteeism by 10%.**

The District has not been able to capture data on attendance in a timely fashion to quantitatively describe the impacts of Attendance Improvement Plan. However, Human Resource Services has seen a significant increase in disciplinary actions, e.g. withholding of increments (WHI), non-renewals of non-tenured teachers, and suspensions, resulting from excessive absenteeism. Most notably, principals requested WHI for more than 50 individuals; HRS had received only 61 such requests over the last four years.

The new HR/Payroll system will include a time and attendance module that will allow the district to better track attendance information. Once this data is systematically captured, analysis will be possible in addition to the regular review of existing attendance data that will inform location managers of trends.

*Labor and Employee Relations*

**56. Union members will have been involved in developing performance standards and will continue meeting with appropriate senior staff.**

Union members were included in the development of performance standards, completed this year. In addition, the State District Superintendent, the State District Assistant Superintendent of HRS and the Director of Labor/Employee Related Services continue to meet with various union representatives to discuss specific issues.

*Information Services*

**57. By June, there will be district-wide E-mail services and all high schools will have on-line access to attendance information**

Site surveys and network cabling were completed in all but two schools\* that were undergoing substantial renovation. Local Area Networks and supporting hardware (i.e. file server(s), printer(s), and PC's) for targeted administrative occupational groups are operational in 62 of the 78 schools, representing 79.9% of schools. The remaining schools will be implemented by September 10, 1998.

\* Gladys Hillman Jones and West Kinney

**58. All schools will have on-line access to drop-out information**

The scope of work for the District's Student Information system will be completed by September. Once that information is available, an RFP will be prepared and vendors solicited.

The current benchmarks correctly reflect that the Student Information System will be operational at the start of the 1999-2000 academic year, not the 1997-98 school year.

**59. All schools will have on-line access to the current purchasing/procurement system**

All schools have access to the MSA system. The 62 schools connected to the WAN have access via the WAN, and the other 16 have access via dial-in modems.

**60. All schools will have on-line access to incidence reports**

During the year, Information Services and Security worked together to negotiate the purchase of incident reporting software and obtain adequate licenses. The Security Department will decide when and how to make the system accessible to schools. Currently, Security prepares monthly reports of incidents that have occurred in each school and principals review and agree that the incidents listed have occurred. Continuing this paper reporting process will reinforce the electronic process.

**61. All schools will be notified of services provided by each central office and appropriate contacts.**

Descriptions of each office's primary responsibilities and appropriate contacts were shared with all locations with the May 1997 edition of the District's telephone directory.

*Public Information*

**62. By June, the district will have a comprehensive Communications Plan.**

Although the Office of Public Information has not yet completed development of a comprehensive communications plan, a number of activities were initiated that will contribute to consolidating and streamlining the services provided by this office. In June, the Office of Public Information (OPI) consolidated its publications into a tabloid-style newspaper that will be published four times a year and feature articles on educational, school community and health issues. OPI has also developed a mechanism for distributing one-page "new bulletins" to the community. As part of the development of the newspaper, OPI created a mailing list of parents and community-based organizations (CBOs) in order to distribute publications by direct mail. OPI will merge its mailing list with the Community Based Organization list of the Office of Community Development. This will allow wider distribution to the Newark school community. As the Office of Community Development continues to build its "Key Communicators" network in the schools, OPI can use publications, distributed by direct mail, to promote and reinforce the messages and initiatives of the school district.

**63. Gather data through the District's "parent survey" to establish a base line for assessing the impact of media coverage of the District**

The survey was given to students to take home to their parents/guardians the week of June 8, 1998. The vendor is currently processing the returned questionnaires. The district expects to have the results back by the end of July.

Depending on the results of this second annual survey, the district may narrow the focus of questions in areas where there is a better understanding of parents' opinions about reform efforts, and expand inquiry in other areas where further information is needed.

*Food Services*

**64. By June, Food Services will routinely calculate the cost of meals**

While the Division of Food Services (DFS) met the benchmark, doing so required an enormous amount of time and labor in the process of data entry. Consequently, the cost information is not available in a timely manner. Additionally, the Director still has some concerns about the accuracy of the data submitted by the school sites. Factors that have hindered this process are the lack of labor data and required manual entry of information received from schools.

In the next school year, the Director would like to increase the timeliness of the routine calculations and the accuracy of the data that schools submit. DFS will implement strategies to increase accountability at the school level to improve accuracy and utilize electronic sources of data previously unavailable to increase timeliness.

**65. Food Services will decide whether to continue polystyrene recycling in schools that use paper products.**

There were significant problems with the initial vendor selected to implement a pilot program. The Division of Food Services (DFS) is currently negotiating with another vendor and anticipates implementing a pilot in 10 schools. Once implemented, the pilot will generate useful data on cost savings realized. DFS is negotiating with the vendor to ensure that implementation strategy is adequate to avoid the problems encountered with the previous vendor. Next year, DFS expects to implement the pilot, assess resulting savings, and determine whether to extend the program to other schools.

**66. Food Services will implement a cleaning agent and sanitation program.**

During FY98 DFS implemented a cleaning agent and sanitation program in the 30 schools that have working dishwashers. Dispensers were installed on dishwashers and over sinks. Data demonstrating the success of this initiative, specifically the volume of use of cleaning agents, will be available soon.

This initiative is part of DFS effort to meet the Federal standard of safe food sources for all food service providers from production to table and effectiveness depends largely on the correct usage by employees. All employees received training in usage of the products and there are signs to remind employees of most efficient techniques. Additionally, once cost information is available DFS will be able to reward teams that use products efficiently. Next year, DFS will expand the program to all schools.

**67. Plan and implement one activity per quarter that increases public awareness of Food Services programs.**

During FY98, DFS held numerous public awareness campaigns such as: Lunches on Us and a Hot Wheels breakfast campaign. In addition, during the summer months, DFS will provide an expanded summer feeding program. DFS has done a variety of advertising to inform parents and community members about its services. Additionally, DFS has expanded its a la carte offerings, thereby attracting more people into the cafeteria; as a result, sales revenue has increased. Participation has also increased in some schools.

Next year, DFS would like to develop and implement a student survey to assess the quality of cafeteria services provided. DFS would like to solicit responses at least twice during the school year using the feedback boxes that are currently located in each cafeteria.

***Transportation and Mail***

**68. By June, restructure bus routes to increase timely pick up and drop off of students requiring transportation services.**

In previous years, buses were scheduled to pick-up or drop off students in different locations at the same time. This structural inefficiency was eliminated in October 1997. As a result, the Department of transportation received fewer complaints that buses were late to pick up or drop off students than in prior years.

The Office of Student Transportation has worked with the Essex County Educational Services Commission to assess the quality of transportation services that subcontractors provide and make appropriate adjustments.



## ***TRANSITION TO LOCAL CONTROL***

- 69. By July, the State District Superintendent of the Newark Public Schools brings curriculum and may bring other matters, before the Advisory Board for a vote after recommendations, as appropriate, by school-based planning committees, student organizations, parent-school organizations, recognized bargaining units, and inter-agency/business collaboratives as reflected in minutes and agendas of regularly scheduled public meetings. Beginning in the third year of State Operation, the State District Superintendent shall bring legal matters before the board as appropriate.**

The State District Superintendent now brings legal matters as well as curriculum matters before the Advisory Board, as appropriate. This process has been facilitated through the establishment of standing committees, each representing the various aspects of matters currently brought before the board as well as those to be brought before the board in the coming years.

- 70. By June, all 82 schools will have a structured parent volunteer program.**

Eighty-two percent of the schools met this benchmark. Parent volunteer programs will be introduced at the secondary level once the division of high schools completes its restructuring. Volunteer liaisons for the high schools have been designated and programs will start in September 1998.

- 71. By June, parent participation in the 2 components of the comprehensive parent involvement programs (parent effectiveness and parent leadership) will increase 10% from targets in 1996-97: in June 1996, 16 schools sponsored at least one workshop in parent effectiveness and 30 parents engaged in leadership development training.**

In June, 80% of schools sponsored 1 workshops and 272 parents took leadership training, exceeding the benchmark. Foundation funding and support from the Office of Community Development have helped schools focus and plan for parent programs. The Office of Community Development will work closely with Assistant Superintendents of the School Leadership Teams and with principals to increase levels of parent participation

Strategic Plan benchmarks for the coming year should be adjusted, increased as follows: By June 1999, 90% of schools will sponsor 1 parent effectiveness workshop; By June 1999, a minimum of 400 parents will have participated in leadership development training.